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ABSTRACT

This document contains behaviorally stated objectives and evaluation processes for use in training preschool administrators, teachers, and teacher aides. The objectives and evaluation processes are organized into three instructional units: (1) growth, development, and learning (2) curriculum and instruction and (3) the role of related agencies. (JMB)

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An Early Childhood Education Program: Objectives and Evaluation Processes for Use in Training Administrators, Teachers, and Teacher Aides Involved with the Pre-Kindergarten Child

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I. INSTRUCTIONAL UNIT A

GROWTH, DEVELOPMENT, AND LEARNING

INSTRUCTIONAL UNIT A-1.1

Objective: A-1.1

Given the use of the housekeeping center and any of the materials therein, the trainee will conduct an activity with the children so that (1) the children interact in assuming roles, (2) the trainee supports the children's assumed roles, and (3) the trainee redirects the children's play to cause them to assume different roles.

Evaluation Process: A-1.1 The evaluator will observe the trainee's demonstration of the behavior stated in the objective and will evaluate that demonstration against the criteria contained in a performance checklist to be developed.

INSTRUCTIONAL UNIT A-1.2

Objective: A-1.2

Given selected video tapes showing children engaged in various activities. the trainee will list in writing at least seven techniques used in the tapes to encourage students to assume leadership roles.

Evaluation Process: A-1.2 The evaluator will show the video tapes and will administer a written test designed to elicit from the trainee a listing of techniques used.

INSTRUCTIONAL UNIT A-1.3

Objective A-1.3.1

Allowed the use of any references. the trainee will write an instructional objective designed to cause awareness of cultural diversity among young children so that the objective contains a statement of the behavior to be demonstrated by the student to show cultural awareness. the conditions under which the behavior will be demonstrated. and the criteria by which the behavior will be judged.

Evaluation Process: A-1.3.1 The evaluator will receive from the trainee the written objective and will evaluate it against the criteria stated in Objective A-1.3.1.

Objective A-1.3.2

Given an instructional objective designed to cause awareness of cultural diversity among young children. the trainee will write plans for four activities to implement the objective so that the areas of foods. dress. customs. and music are included.

Evaluation Process:A-1.3.2 The evaluator will receive from the trainee the written plans for four activities and will evaluate them against the criteria stated in Objective A-1.3.2.

INSTRUCTIONAL UNIT A-1.4

Objective A-1.4

Allowed the use of necessary materials. the trainee will conduct an original classroom activity which will promote responsibility in young children according to the criteria stated in the readings included in the module.

Evaluation Process: A-1.4 The evaluator will observe the trainee's demonstration of the behavior stated in the objective and will evaluate that demonstration against the criteria contained in a performance checklist to be developed.

INSTRUCTIONAL UNIT A-1.5

Objective A-1.5

Allowed the use of all necessary references. the trainee will write an instructional plan including a minimum of five activities which require young children to practice sharing responses according to the criteria and specifications developed within the context of the module.

Evaluation Process: A-1.5 The evaluator will receive from the trainee the written plan and will evaluate it against the criteria and specifications contained in a checklist to be developed.

INSTRUCTIONAL UNIT A-1.6

Objective A-1.6.1

Allowed the use of any references. the trainee will write an instructional objective designed to develop leadership qualities in young children so that the objective contains a statement of the behavior to be demonstrated by the student to show leadership qualities. the conditions under which the behavior will be demonstrated. and the criteria by which the behavior will be judged.

Evaulation Process: A-1.6.1 The evaluator will receive from the trainee the written objective and will evaluate it against the criteria stated in Objective A-1.6.1.

Objective A-1.6.2

Given an instructional objective designed to develop leadership qualities in young children. the trainee will write plans for five activities to implement the objective including materials to be used and a method for evaluating the results of the activities.

Evaluation Process: A-1.6.2 The evaluator will receive from the trainee the written plans for five activities and will evaluate them against the criteria stated in Objective A-1.6.2.

INSTRUCTIONAL UNIT A-2.1

Objective: A-2.1.1

Allowed the use of all necessary references, the trainee will construct a checklist which measures the cognitive level of the young child according to the criteria provided within the context of the module.

Evaluation Process: A-2.1.1 The evaluator will receive from the trainee the written checklist and will evaluate it against the criteria stated in Objective A-2.1.1.

Objective: A-2.1.2

Given a cognitive-level checklist, the trainee will measure the cognitive level of three young children according to the instructions accompanying the instrument and the criterion list provided within the context of the module.

Evaluation Process: A-2.1.2 The evaluator will observe the trainee's demonstration of the behavior stated in the objective and will evaluate that demonstration against the criteria contained in a performance checklist to be developed.

INSTRUCTIONAL UNIT A-2.2

Objective: A-2.2.1

Given a Profile of Abilities and Skills for each of five young children, and without the use of other references, the trainee will construct instructional objectives in the areas of music, art, science, math, and social science for each child, each containing a behavior, condition, and degree, each constructed according to the specifications and criteria developed in the module, and each appropriate for the indicated readiness of the specific child.

Evaluation Process: A-2.2.1 The evaluator will recieve from the trainee the written objectives and will evaluate them against the criteria stated in Objective A-2.2.1.

Objective: A-2.2.2

Given a behavioral objective and allowed the use of all necessary references, the trainee will list activities sufficient to implement that objective according to the specifications and criteria developed in the module.

Evaluation Process: A-2.2.2 The evaluator will recieve from the trainee the list of activities and will evaluate them against the criteria contained in a performance checklist to be developed.

INSTRUCTIONAL UNIT A-2.3

Objective: A-2.3

Allowed the use of all necessary references, materials, and equipment, the trainee will teach a lesson according to the following criteria:

(1) Involve a minimum of six bilingual (Spanish-English) young children.
(2) Utilize role-playing methods.
(3) Involve children in verbalizing in their primary language, and
(4) Satisfy all specifications and criteria stated in the module.

Evaluation Process: A-2.3 The evaluator will observe the trainee's demonstration of the behavior stated in the objective and will evaluate that demonstration against the criteria contained in Objective A-2.3 and the criteria contained in a performance checklist to be developed.

INSTRUCTIONAL UNIT A-2.4

Objective: A-2.4

Allowed the use of all necessary references and materials, the trainee will construct a science interest center which elicits higher order questions from a minimum of fifty per cent of the class over a three-day period and conforms to the specifications and criteria established within the context of the module.

Evaluation Process: A-2.4 The evaluator will observe the trainee's demonstration of the behavior stated in the objective and will evaluate that demonstration against the criteria contained in a performance checklist to be developed.

INSTRUCTIONAL UNIT A-2.5

Objective: A-2.5.1

Allowed the use of all necessary references, the trainee will construct a minimum of five lesson plans requiring the young child to practice specified decision-making skills according to the criteria developed within the context of the module.

Evaluation Process: A-2.5.1 The evaluator will receive from the trainee the written plans for the five lessons and will evaluate them against the criteria contained in a checklist to be developed.

Objective: A-2.5.2

Allowed the opportunity to select from five lesson plans designed to teach decision-making skills and all other necessary materials and equipment, the trainee will teach one of the lessons to a minimum of five children according to the specifications and criteria established within the context of the module.

Evaluation Process: A-2.5.2 The evaluator will observe the trainee's demonstration of the behavior stated in the objective and will evaluate that demonstration against the criteria contained in a performance checklist to be developed.

INSTRUCTIONAL UNIT A-3.1

Objective: A-3.1

Given the use of all necessary references, the trainee will construct a Daily Routine Schedule to be used with a series of four, five-hour and thirty-minute teaching days, including a minimum of five factors designed to build a sense of security within the children and according to the criteria stated in the module.

Evaluation Process: A-3.1 The evaluator will receive from the trainee the Daily Routine Schedule and will evaluate it against the criteria contained in a performance checklist to be developed.

INSTRUCTIONAL UNIT A-3.2

Objective: A-3.2

Allowed the use of all necessary materials, the trainee will teach a lesson to a group of 10 to 15 young children so that the lesson meets the following criteria:

(a) Plan must include objective(s) for children at various ability levels.
(b) Lesson must involve all children in the group.
(c) Materials must be useful for children at various ability levels.
(d) Lesson must meet all specifications and criteria developed within the context of the module.

Evaluation Process: A-3.2 The evaluator will observe the trainee's demonstration of the behavior stated in the objective and will evaluate that demonstration against the criteria contained in Objective A-3.2 and in a performance checklist to be developed.

INSTRUCTIONAL UNIT A-3.3

Objective: A-3.3

Given three hypothetical situations involving socially inappropriate behaviors of young children, the trainee will construct a plan for modifying the behavior of each child so that the criteria and specifications outlined within the context of the module are met.

Evaluation Process: A-3.3 The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT A-3.4

Objective: A-3.4

Given instructional objectives involving one-to-one correspondence for five levels of ability and allowed the use of all necessary references, the trainee will construct learning experiences sufficient to implement those objectives according to the specifications and criteria developed within the context of the module.

Evaluation Process: A-3.4 The evaluator will receive from the trainee the completed learning experiences and will evaluate them against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT A-3.5

Objective: A-3.5

Given five written hypothetical situations and allowed the use of all necessary references, each eliciting a different mode of expression within the peer group (i.e., sharing, loving, kindness) the trainee will write a learning plan for each which will provide a climate for acceptable modes of peer groups' expression according to the specifications and criteria developed within the context of the module.

Evaluation Process: A-3.5 The evaluator will receive from the trainee the completed learning plans and will evaluate them against criteria contained in an instrument to be developed.

INSTRUCTIONAL UNIT A-4.1

Objective: A-4.1

Allowed the use of all necessary references, the trainee will teach a unit designed to develop the intellectual growth of the child according to the following criteria:

(1) Unit plans must be selected from math, science, social science, drama, or music topics.
(2) Unit must be taught to a minimum of eight young children.
(3) Evaluation must demonstrate intellectual growth in a minimum of five of the eight children.
(4) Planning and teaching must meet all specifications and criteria developed within the context of the module.

Evaluation Process: A-4.1 The evaluator will observe the trainee's performance and will evaluate that performance against the criteria stated in Objective A-4.1 and in a checklist to be developed.

INSTRUCTIONAL UNIT A-4.2

Objective: A-4.2.1

Allowed the use of all necessary references, the trainee will develop checklists designed to measure the social, physical, emotional, and intellectual growth which conform to the specifications and criteria described within the context of the module.

Evaluation Process: A-4.2.1 The evaluator will receive from the trainee the completed checklists and will evaluate them against criteria contained in an evaluation instrument to be developed.

Objective: A-4.2.2

Given a checklist series designed to measure the social, physical, emotional, and intellectual growth of the young child, the trainee will record the progress of a minimum of five chilfren over a two-week period according to the specifications and criteria developed within the context of the module.

Evaluation Process: A-4.2.2 The evaluator will observe the trainee's performance and will evaluate that performance against a checklist to be developed.

INSTRUCTIONAL UNIT A-4.3

Objective: A-4.3

Given a set of room dimensions, and without the use of other references, the trainee will construct a plan for interest centers including a drawing of the room, a list of recommended centers, a list of equipment within each center, and the arrangement of equipment within the center according to specifications and criteria developed within the context of the module.

Evaluation Process: A-4.3 The evaluator will create a test situation in which the trainee will construct, without the use of references, the required plans for the interest centers which will be evaluated according to a checklist to be developed.

INSTRUCTIONAL UNIT A-4.4

Objective: A-4.4
Without the use of references. the trainee will write plans for five activities which involve parents interacting with students according to the criteria stated in the readings listed in the module.

Evaluation Process: A-4.4 The evaluator will create a test situation in which the trainee will write. without the use of references. plans for the five activities which will be evaluated against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT A-4.5

Objective A-4.5

Given an instructional objective and allowed the use of all available resources. the trainee will construct a resource file of materials and services useful in the implementation of the given objective from community. state. and national organizations.

Evaluation Process: A-4.5 The evaluator will receive from the trainee the completed resource file and will evaluate it against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT A-5.1

Objective A-5.1

Without the use of references, the trainee will write a list of safety measures to be observed in a program for young children according to the criteria contained in the readings in the module.

Evaluation Process: A-5.1 The evaluator will create a test situation in which the trainee will write, without the use of references, a list of safety measures which will be evaluated against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT A-5.2

Objective A-5.2.1

Given a list of ten motor skills. the trainee will demonstrate knowledge of motor development by defining each motor skill according to the definitions developed in the readings listed in the module.

Evaluation Process: A-5.2.1 The evaluator will create a test situation in which the trainee will give definitions for ten motor skills which will be evaluated according to a checklist to be developed.

Objective A-5.2.2

Given a list of ten motor skills. the trainee will demonstrate knowledge of motor development by writing the developmental sequence of each skill.

Evaluation Process: A-5.2.2 The evaluator will create a test siutation in which the trainee will write the developmental sequence for each of ten motor skills which will be evaluated according to a checklist to be developed.

INSTRUCTIONAL UNIT A-5.3

Objective A-5.3

Allowed the use of references. the trainee will write daily plans of activities for a one-week period to emphasize routine habits of personal hygiene as stated in the readings listed in the module.

Evaluation Process: A-5.3 The evaluator will receive from the trainee the written plans of activities and will evaluate them against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT A-5.4

Objective A-5.4

Without the use of references. the trainee will write a menu for one week for young children so that the menu contains components of a well-balanced diet as presented in the readings listed in the module.

Evaluation Process: A-5.4 The evaluator will create a test situation in which the trainee will write. without the use of references. the stated menu which will be evaluated against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT A-5.5

Objective A-5.5.1

Without the use of references. the trainee will list in writing three problem behaviors resulting from a poor diet as presented in the reading materials within the context of the module.

Evaluation Process: A-5.5.1 The evaluator will create a test situation in which the trainee will list in writing. without the use of references. the stated problem behaviors which will be evaluated against a checklist to be developed.

Objective A-5.5.2

Given a list of three behavior problems resulting from a poor diet. the trainee will list three characteristics of each problem behavior as stated in the reading materials within the context of the module.

Evaluation Process: A-5.5.2 The evaluator will create a test situation in which the trainee will list the required characteristics which will be evaluated against a checklist to be developed.

INSTRUCTIONAL UNIT A-5.6

Objective A-5.6

Without the use of references. the trainee will write two daily lesson plans. each of which contains alternating quiet and active periods.

Evaluation Process: A-5.6 The evaluator will create a test situation in which the trainee will write. without the use of references. the two lesson plans which will be evaluated against a checklist to be developed.

II. INSTRUCTIONAL UNIT B

CURRICULUM AND INSTRUCTION

INSTRUCTIONAL UNIT B-1.1

Objective B-1.1

Allowed the use of all necessary references and materials. the trainee will build a scale model of a preschool facility so that it includes all elements of a good indoor and outdoor physical environment as stated in the readings included in the module.

Evaluation Process: B-1.1 The evaluator will receive from the trainee the completed scale model and will evaluate it against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT B-1.2

Objective B-1.2.1

Without the use of references, the trainee will list all of the furnishings needed in a preschool facility to accommodate 20 children as stated in the readings included in the module.

Evaluation Process: B-1.2.1 The evaluator will create a test situation in which the trainee will list, without the use of references, the required furnishings which will be evaluated against a checklist to be developed.

Objective B-1.2.2

Allowed the use of a list of necessary furnishings for a preschool facility to accommodate 20 children, the trainee will make a scale drawing of the facility so that it conforms to the criteria stated in the readings included in the module.

Evaluation Process: B-1.2.2 The evaluator will receive from the trainee the completed scale drawing which will be evaluated against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT B-1.3

Objective B-1.3.1

Given a furnished classroom for young children. the trainee will arrange the furnishings into interest centers according to the criteria stated in the readings included in the module.

Evaluation Process: B-1.3.1 The evaluator will observe the trainee's performance of arranging the interest centers and will evaluate that performance against the criteria contained in a checklist to be developed.

Objective B-1.3.2

Given a classroom for young children which has been arranged into interest centers. the trainee will arrange the contents of each interest center according to the criteria stated in the readings included in the module.

Evaluation Process: B-1.3.2 The evaluator will observe the trainee's performance of arranging the contents of the interest centers and will evaluate that performance against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT B-1.4

Objective B-1.4.1

Allowed the use of all necessary resources. the trainee will write a cumulative plan for a full school year for young children so that the plan contains broad objectives. units of study. use of resource people. anticipated trips. special events. and holidays.

Evaluation Process: B-1.4.1 The evaluator will receive from the trainee the written cumulative plan and will evaluate it against the criteria stated in Objective B-1.4.1.

Objective B-1.4.2

Allowed the use of the cumulative plan for the school year and without the use of references. the trainee will write a detailed instructional plan for a one-week period of time so that the plan contains objectives and implementing activities in the following components of the curriculum: art. science. music. dramatic play. literature-language. large muscle activity. and grouptime activity.

Evaluation Process: B-1.4.2 The evaluator will create a test situation in which the trainee will write. without the use of references. the detailed one-week instructional plan which will be evaluated against the criteria stated in Objective B-1.4.2.

INSTRUCTIONAL UNIT B-1.5

Objective B-1.5.1

Allowed the use of all necessary resources, the trainee will construct evaluative forms which will be useful in assessing pupil progress according to the criteria stated in the readings contained in the module.

Evaluation Process: B-1.5.1 The evaluator will receive from the trainee the pupil progress evaluative forms which will be evaluated against the criteria contained in a checklist to be developed.

Objective B-1.5.2

Given three assigned children, the trainee will write anecdotal records on each child based upon two separate, ten-minute observations per day for a period of one week as detailed in the readings contained in the module.

Evaluation Process: B-1.5.2 The evaluator will receive from the trainee the written anecdotal records which will be evaluated against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT B-1.6

Objective B-1.6

Without the use of references, the trainee will describe in writing a minimum of eight factors which contribute to optimal staff relationships and at least five factors which disrupt effective staff relationships as stated in the readings contained in the module.

Evaluation Process: B-1.6 The evaluator will create a test situation in which the trainee will write, without the use of references, the descriptions of the required factors which will be evaluated against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT B-1.7

Objective B-1.7.1

To indicate an awareness of the health and safety needs of young children, the trainee will, without the use of references, perform an arrival inspection with an assigned group of children as described in the readings contained in the module.

Evaluation Process: B-1.7.1 The evaluator will observe the trainee's performance of conducting an arrival inspection and will evaluate that performance against the criteria contained in a checklist to be developed.

Objective B-1.7.2

Given a group of young children in free play periods both inside and outside the building, the trainee will, without the use of references, supervise the children so as to demonstrate concern for their health and safety as described in the readings contained in the module.

Evaluation Process: B-1.7.2 The evaluator will observe the trainee's performance of supervising free play periods and will evaluate that performance against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT B-1.8

Objective B-1.8.1

Without the use of references, the trainee will write a one-week menu for young children, including both meals and snacks, so that the components of a well balanced diet are included as stated in the readings contained in the module.

Evaluation Process: B-1.8.1 The evaluator will create a test situation in which the trainee will write, without the use of references, the required menu which will be evaluated against the criteria contained in a checklist to be developed.

Objective B-1.8.2

Allowed the choice of five recipes from a collection of 25 previously compiled by the trainee, and given a group of young children and the necessary materials and supplies, the trainee will supervise the children in the preparation of the five recipes according to the criteria contained in the module.

Evaluation Process: B-1.8.2 The evaluator will observe the trainee's performance of supervising children in the preparation of recipes and will evaluate that performance against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT B-2.1

Objective: B-2.1.1

Without the use of references, the trainee will write a paper on the development of large muscle skills in young children so that the paper contains a statement of the general purpose of such a program; at least five goals of the program; a definition of at least eight examples each of large muscle locomotor, nonlocomotor, and manipulative skills, and a listing of stationary and nonstationary equipment and material appropriate to the development of large muscle skills on the playground as stated in the readings in the module.

Evaluation Process: B-2.1.1 The evaluator will create a test siutation in which the trainee will write, without the use of references, the required paper on large muscle development which will be evaluated against the criteria stated in Objective B-2.1.1 and those contained in a checklist to be developed.

Objective: B-2.1.2

Given lists of large motor locomotor and manipulative skills and without the use of references, the trainee will arrange those skills in the proper sequence as stated in the readings contained in the module.

Evaluation Process: B-2.1.2 The evaluator will create a test situation in which the trainee will arrange, without the use of references, lists of skills into proper sequence according to criteria contained in a checklist to be developed.

Objective: B-2.1.3

Allowed the use of all necessary resources, the trainee will develop a checklist by which to evaluate a young child's level of performance of large motor skills so that the checklist contains all skills included in the reading in the module and so that the checklist provides for the recording of cumulative information.

Evaluation Process: B-2.1.3 The evaluator will receive from the trainee the completed checklist and will evaluate it against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT B-2.2

Objective B-2.2.1

Without the use of references, the trainee will write plans for at least eight activities which aid in the development of small muscle coordination in young children so that the plans contain statements of intended learnings, activities to be conducted, materials and resources to be utilized, and methods of evaluating the children's learning.

Evaluation Process: B-2.2.1 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plans for eight activities which will be evaluated against the criteria stated in Objective B-2.2.1.

Objective B-2.2.2

Given an assigned group of young children and plans for four activities to aid in the development of small muscle coordination in young children, the trainee will conduct the activities according to the stated plans.

Evaluation Process: B-2.2.2 The evaluator will observe the trainee's performance of conducting the activities and will evaluate that performance against the performance called for in the stated plans.

INSTRUCTIONAL UNIT B-2.3

Objective B-2.3.1

Allowed the use of all necessary resources, the trainee will develop a checklist by which to assess a young child's dressing skills so that the checklist contains all skills included in the readings in the module.

Evaluation Process: B-2.3.1 The evaluator will receive from the trainee the completed checklist and will evaluate it against criteria contained in an evaluation instrument to be developed.

Objective B-2.3.2

Without the use of references, the trainee will write plans for at least four activities which promote development of dressing skills in young children so that the plans contain statements of intended learnings, activities to be conducted, and methods of evaluating the children's learnings.

Evaluation Process: B-2.3.2 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plans for four activities which will be evaluated against the criteria stated in Objective B-2.3.2.

Objective B-2.3.3

Given an assigned group of young children and plans for four activities to aid in the development of dressing skills in young children, the trainee will conduct the activities according to the stated plans.

Evaluation Process: B-2.3.3 The evaluator will observe the trainee's performance of conducting the activities and will evaluate that performance against the performance called for in the stated plans.

INSTRUCTIONAL UNIT B-2.4

Objective B-2.4

Without the use of references, the trainee will write a plan for a day's activities for young children so that alternating active and restful activities are included.

Evaluation Process: B-2.4 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plan for a day's activities which will be evaluated against the criteria stated in Objective B-2.4.

INSTRUCTIONAL UNIT B-2.5

Objective B-2.5

Without the use of references, the trainee will write plans for ten activities designed to help young children develop routine habits of personal hygiene so that the plans involve toileting, hand washing, and toothbrushing; a list of possible resource people; the length of time to be devoted to each activity; techniques for redirecting inappropriate behavior; ways to reinforce appropriate behavior; and ways of involving the family in extending the desired practices into the home.

Evaluation Process: B-2.5 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plans for ten activities which will be evaluated against the criteria stated in Objective B-2.5.

INSTRUCTIONAL UNIT B-3.1

Objective B-3.1.1

Without the use of references. the trainee will write plans for four activities for a small group of young children in the block area so that the plans contain statements of learning in the areas of dramatic play. social interaction. creative construction. and cognition; activities to be conducted; blocks and accessories to be used; and methods of evaluating the children's learning.

Evaluation Process: B-3.1.1 The evaluator will create a test situation in which the trainee will write. without the use of references. the required plans for four activities which will be evaluated against the criteria stated in Objective B-3.1.1.

Objective B-3.1.2

Given a small group of young children and plans for four activities in the block area. the trainee will conduct the activities according to the stated plans.

Evaluation Process: B-3.1.2 The evaluator will observe the trainee's performance of conducting the activities and will evaluate that performance against the performance called for in the stated plans.

INSTRUCTIONAL UNIT B-3.2

Objective B-3.2.1

Without the use of references, the trainee will write plans for twelve art activities, three each in the areas of physical, mental, social, and emotional development, so that the plans contain statements of intended learnings, the activities to be conducted, the materials and media to be used -- including crayons, finger paints, easel painting, cutting and pasting, collage, clay or dough, and printing-- and, methods of evaluating the children's learning.

Evaluation Process: B-3.2.1 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plans for twelve activities which will be evaluated against the criteria stated in Objective B-3.2.1.

Objective B-3.2.2

Given an assigned group of young children and plans for seven different art activities, the trainee will conduct the activities according to the stated plans.

Evaluation Process: B-3.2.2 The evaluator will observe the trainee's performance of conducting the activities and will evaluate that performance against the performance called for in the stated plans.

INSTRUCTIONAL UNIT B-3.3

Objective B-3.3.1

Without the use of references and allowed the use of equipment, materials, and musical instruments previously collected, the trainee will set up a music and listening area for young children according to the criteria contained in the readings in the module.

Evaluation Process: B-3.3.1 The evaluator will observe the trainee's performance of setting up a music and listening area and will evaluate that performance against the criteria contained in a checklist to be developed.

Objective B-3.3.2

Given a group of five young children and the use of all materials and equipment in the music and listening area, the trainee will teach from a group of fifty songs previously collected by the trainee, two bicultural songs through the use of instruments and/or records.

Evaluation Process: B-3.3.2 The evaluator will observe the trainee's performance of teaching two songs and will evaluate that performance against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT B-3.4

Objective B-3.4.1

Without the use of references, the trainee will write plans for three activities to help young children develop dance skills so that the plans contain statements of intended learnings; the activities to be conducted; a list of pictures, accessories, instruments, music and costumes to be used; and methods of evaluating the children's learning.

Evaluation Process: B-3.4.1 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plans for three activities which will be evaluated against the criteria stated in Objective B-3.4.1.

Objective B-3.4.2

Given an assigned group of young children and plans for three different dance activities, the trainee will conduct the activities according to the stated plans.

Evaluation Process: B-3.4.2 The evaluator will observe the trainee's performance of conducting the activities and will evaluate that performance against the performance called for in the stated plans.

INSTRUCTIONAL UNIT B-3.5

Objective B-3.5.1

Without the use of references, the trainee will write a plan for a creative woodworking activity for young children so that the plan contains a statement of intended learnings, the activities to be conducted, a list of materials and tools to be used, the safety precautions to be observed, and the method of evaluating the children's learning.

Evaluation Process: B-3.5.1 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plan for the woodworking activity which will be evaluated against the criteria stated in Objective B-3.5.1.

Objective B-3.5.2

Given an assigned group of young children and a plan for a creative woodworking activity for young children, the trainee will conduct the activity according to the stated plan.

Evaluation Process: B-3.5.2 The evaluator will observe the trainee's performance of conducting the activity and will evaluate that performance against the performance called for in the stated plans.

INSTRUCTIONAL UNIT B-4.1

Objective B-4.1.1

Without the use of references, the trainee will write plans for five activities to develop young children's basic mathematical concepts so that the plans contain statements of intended learnings, the activities to be conducted, the materials and equipment to be used, and methods of evaluating the children's learnings and so that each plan integrates mathematical concepts into a different curriculum area.

Evaluation Process: B-4.1.1 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plans for five activities which will be evaluated against the criteria stated in Objective B-4.1.1.

Objective B-4.1.2

Given an assigned group of young children and a plan for an activity to develop mathematical concepts in young children through the use of a flannel board, the trainee will conduct the activity according to the stated plan.

Evaluation Process: B-4.1.2 The evaluator will observe the trainee's performance of conducting the activity and will evaluate that performance against the performance called for in the stated plan.

Objective B-4.1.3

Given an assigned group of young children and a plan for an activity to develop mathematical concepts in young children through the use of blocks, the trainee will conduct the activity according to the stated plan.

Evaluation Process: B-4.1.3 The evaluator will observe the trainee's performance of conducting the activity and will evaluate that performance against the performance called for in the stated plan.

INSTRUCTIONAL UNIT B-4.2

Objective B-4.2.1

Without the use of references, the trainee will write plans for six activities to develop science concepts in young children so that the plans meet the following criteria:

a. there are two statements of intended learning in each of three science areas -- biological, physical, and chemical;
b. activities to cause the stated learnings are listed;
c. materials necessary to the conduct of the activities are listed;
d. methods of evaluating the children's learnings are stated.

Evaluation Process: B-4.2.1 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plans for six activities which will be evaluated against the criteria stated in Objective B-4.2.1.

Objective B-4.2.2

Given an assigned group of young children and a plan for an activity to develop science concepts in young children in each of three science areas -- biological, physical, and chemical -- the trainee will conduct the activities according to the stated plans.

Evaluation Process: B-4.2.2 The evaluator will observe the trainee's performance of conducting the activities and will evaluate that performance against the performance called for in the stated plans.

INSTRUCTIONAL UNIT B-4.3

Objective B-4.3.1

Without the use of references, the trainee will write four plans for dramatic play activities for young children (one each for the areas of self-concept development, interaction with peers and adults, relationship of school activities to home life, and understanding of community helpers) so that the plans contain statements of intended student learnings, activities to be conducted, equipment and resources to be used, and methods of evaluating the children's learnings.

Evaluation Process: B-4.3.1 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plans for four dramatic play activities which will be evaluated against the criteria stated in Objective 4.3.1.

Objective B-4.3.2

Given an assigned group of young children and a plan for a dramatic play activity in the area of social studies, the trainee will conduct the activity according to the stated plan.

Evaluation Process: B-4.3.2 The evaluator will observe the trainee's performance of conducting the activity and will evaluate that performance against the performance called for in the stated plan.

INSTRUCTIONAL UNIT B-4.4

Objective B-4.4

Allowed the choice of a recipe from a collection of recipes of foods from five cultures previously collected and the necessary materials and equipment. the trainee will prepare the dish according to the recipe for a group of young children.

Evaluation Process: B-4.4 The evaluator will observe the trainee's performance of preparing the dish from the chosen recipe and will evaluate the performance against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT B-5.1

Objective B-5.1.1

Without the use of references, the trainee will write plans for three activities to develop communication skills in young children so that the plans contain statements of intended learnings; activities to be conducted; materials and resources to be used including drama, pictures, objects, animals, or trips; and methods of evaluating the children's learnings.

Evaluation Process: B-5.1.1 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plans for three activities which will be evaluated against the criteria stated in Objective B-5.1.1.

Objective B-5.1.2

Given an assigned group of young children and a plan for an activity to develop communication skills in young children, the trainee will conduct the activity according to the stated plan.

Evaluation Process: B-5.1.2 The evaluator will observe the trainee's performance of conducting the activity and will evaluate that performance against the performance called for in the stated plan.

INSTRUCTIONAL UNIT B-5.2

Objective B-5.2.1

Without the use of references, the trainee will write plans for three activities to develop listening skills in young children so that the plans contain statements of intended learnings; activities to be conducted; materials and resources to be used including rhymes and riddles, fingerplays, listening centers, records, stories, or rhythm instruments; and methods of evaluating children's learnings.

Evaluation Process: B-5.2.1 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plans for three activities which will be evaluated against the criteria stated in Objective B-5.2.1.

Objective B-5.2.2

Given an assigned group of young children and a plan for an activity to develop listening skills in young children, the trainee will conduct the activity according to the stated plan.

Evaluation Process: B-5.2.2 The evaluator will observe the trainee's performance of conducting the activity and will evaluate that performance against the performance called for in the stated plan.

Objective B-5.2.3

Allowed the use of references and all necessary materials and equipment, the trainee will set up a listening center for young children according to the criteria contained in the readings in the module.
(Note: This was done in B-3.3)

Evaluation Process: B-5.2.3 The evaluator will observe the trainee's performance of setting up the listening center and will evaluate that performance against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT B-5.3

Objective B-5.3

Given the choice of a book from an approved list of fifty books previously compiled by the trainee and an assigned group of young children, the trainee will read the book to the children so that the criteria for successful story reading as stated in the readings included in the module are met.

Evaluation Process: B-5.3 The evaluator will observe the trainee's performance of reading the story and will evaluate that performance against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT B-5.4

Objective B-5.4.1

Without the use of references, the trainee will write plans for five activities to develop language skills in young children through the use of finger plays, poems, and nursery rhymes so that the plans contain statements of intended learnings, activities to be conducted, materials to be used (selected from a list of 20 finger plays, 20 poems, and 10 nursery rhymes previously collected by the trainee), and methods of evaluating children's learnings.

Evaluation Process: B-5.4.1 The evaluator will create a test situation in which the trainee will write, without the use of references, the required plans for five activities which will be evaluated against the criteria stated in Objective B-5.4.1.

Objective B-5.4.2

Given an assigned group of young children and plans for five different activities to develop language skills in young children through the use of finger plays, poems, and nursery rhymes, the trainee will conduct the activities according to the stated plans.

Evaluation Process: B-5.4.2 The evaluator will observe the trainee's performance of conducting the activities and will evaluate that performance against the performance called for in the stated plans.

III. INSTRUCTIONAL UNIT C

THE ROLE OF RELATED AGENCIES

INSTRUCTIONAL UNIT C-1

Objective: C-1

Given a list of ten professional organizations, and without the use of references, the trainee will list the stated goals and purposes of each organization.

Evaluation Process: C-1 The evaluator will create a test situation in which the trainee will list, without the use of references, the goals and purposes of professional organizations which will be evaluated against the criteria stated in Objective C-1.

INSTRUCTIONAL UNIT C-2

Objective: C-2

Given a list of the early childhood education programs currently being implemented in the SFDRCISD, and without the use of references, the trainee will describe, in writing, the stated rationale, purposes, and/or goals of each.

Evaluation Process: C-2 The evaluator will create a test situation in which the trainee will describe, in writing and without the use of references, the required rationale, purposes, and/or goals which will be evaluated against the criteria stated in Objective C-2.

INSTRUCTIONAL UNIT C-3

Objective: C-3

Allowed the use of all necessary references, the trainee will teach a lesson designed to use materials from local, state, and national sources, according to the specifications and criteria provided within the context of the module.

Evaluation Process: C-3 The evaluator will observe the trainee's performance of teaching and will evaluate that performance against the criteria contained in a evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-4

Objective: C-4

Without the use of references, the trainee will list three professional organizations related to the field of early childhood education, three professional journals related to the field of early childhood education, and two issues, trends, or innovations in early childhood education.

Evaluation Process: C-4 The evaluator will create a test situation in which the trainee will respond in writing without the use of references, and will be evaluated against the criteria stated in Objective C-4.

INSTRUCTIONAL UNIT C-5

Objective: C-5

Allowed the use of all necessary references, the trainee will teach a lesson involving resource personnel from a local, state, or national organization according to the criteria developed within the context of the module.

Evaluation Process: C-5 The evaluator will observe the trainee's performance of conducting the lesson and will evaluate that performance against the performance called for in Objective C-5.

INSTRUCTIONAL UNIT C-6

Objective: C-6

Allowed the use of all necessary references, the trainee will arrange his classroom according to the guidelines developed by the local, state, and national organizations and the specifications and criteria stated in the module.

Evaluation Process: C-6 The evaluator will observe the trainee's performance and will evaluate that performance against the performance checklist to be developed.

INSTRUCTIONAL UNIT C-7

Objective: C-7.1

Allowed the use of all necessary references the trainee will construct a plan for a lesson involving an elderly community representative according to the specifications and criteria outlined within the context of the module.

Evaluation Process: C-7.1 The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in the evaluation instrument to be developed.

Objective: C-7.2

Given a lesson plan involving an elderly community representative and allowed the use of all necessary references, the trainee will teach the lesson according to the specifications and criteria developed within the context of the module.

Evaluation Process: C-7.2 The evaluator will observe the trainee's demonstration of the behavior stated in the objective and will evaluate that demonstration against the criteria contained in a checklist to be developed.

INSTRUCTIONAL UNIT C-8

Objective: C-8

Given a form for recording the results of parent contacts, the trainee will construct a record of contacts over a period of six weeks according to the criteria developed within the context of the module.

Evaluation Process: C-8 The evaluator will observe the trainee's demonstration of the behavior stated in the objective and will evaluate that demonstration against the criteria contained in a performance checklist to be developed.

INSTRUCTIONAL UNIT C-9

Objective: C-9

Allowed the use of all necessary references, the trainee will construct a plan for public relations activities, including the following:

(a) A minimum of five methods of communicating school activities to the public,
(b) A minimum of five activities which help to establish effective public relations,
(c) Appropriate publicity for each of the activities,
(d) All methods and activities conforming to the specifications and criteria developed within the context of the module.

Evaluation Process: C-9 The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-10

Objective: C-10.1

Allowed the use of all necessary references and materials, the trainee will administer a Project Learning Development Test to a minimum of three young children according to the instructions provided with the instrument.

Evaluation Process: C-10.1 The evaluator will observe the trainee's performance of administering the test and will evaluate that performance against the performance contained in an evaluation instrument to be developed.

Objective: C-10.2

Allowed the use of all necessary references and materials, the trainee will interpret the results of the Piaget Learning Development Test to a parent so that the parent can verbalize his concept of the child's developmental stage and so that the interpretation meets with the criteria established within the context of the module.

Evaluation Process: C-10.2 The evaluator will observe the trainee's performance and will evaluate that performance against a performance checklist to be developed.

INSTRUCTIONAL UNIT C-11

Objective: C-11

Allowed the use of all necessary references and equipment, the trainee will construct a plan for the involvement of parents from Spanish-Speaking backgrounds in his curriculum so that it meets with the criteria and specifications described in the module.

Evaluation Process: C-11 The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-12

Objective: C-12

Allowed the use of all references, the trainee will construct a plan for conducting home-visit interviews according to the specifications and criteria developed within the context of the module.

Evaluation Process: C-12 The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-13

Objective: C-13

Allowed the use of all necessary references, the trainee will construct a plan for a three-day work schedule designed to involve bilingual personnel in his classroom so that the bilingual person is used for translation purposes and at least four other purposes and so that the plan meets all specifications and criteria outlined within the module.

Evaluation Process: C-13 The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-14

Objective: C-14

Allowed the use of all necessary references, the trainee will construct a plan for a program involving parents as teacher aids in a minimum of ten different situations, according to the criteria and specifications outlined within the module.

Evaluation Process: C-14 The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-15

Objective: C-15.1

Without the use of references, the trainee will list a minimum of 20 occupations within the community suitable for inclusion in a curriculum designed for young children and meeting the criteria stated in the module.

Evaluation Process: The evaluator will create a test situation in which the trainee will list, without the use of references, a list of occupations which will be evaluated against the criteria contained in a checklist to be developed.

Objective: C-15.2

Given an occupational role, the trainee will construct a plan for involving a minimum of five local resource personnel from that occupational role in the classroom learning experiences so that all specifications and criteria stated in the module are met.

Evaluation Process: C-15.2 The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-16

Objective: C-16.1

Given simulated situations involving the three types of parent-teacher conferences, the trainee will construct a plan for conducting the conferences according to the criteria and specifications outlined within the module.

Evaluation Process: C-16.1 The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in an evaluation instrument to be developed.

Objective: C-16.2

Given a plan for conducting one type of parent-teacher conference and allowed the use of all necessary references, materials, and equipment, the trainee will conduct a simulated conference so that it follows the plan.

Evaluation Process: C-16.2 The evaluator will observe the trainee's performance of conducting the conference and will evaluate that performance against the performance called for in the stated plans.

INSTRUCTIONAL UNIT C-17

Objective: C-17

Without the use of references, the trainee will construct a plan for involving the male parent in his instructional program in a minimum of ten different ways over a one-semester period according to the specifications and criteria outlined within the context of the module.

Evaluation Process: C-17 The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-18

Objective: C-18

Without the use of references, the trainee will describe in writing the services of a minimum of five community resource people useful in developing learning experiences for the young child so that the descriptions meet the specifications and criteria of the module.

Evaluation Process: C-18 The evaluator will create a test situation in which the trainee will describe in writing, without the use of references, the required information and will evaluate it against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-19

Objective: C-19

Without the use of references the trainee will write an essay including a minimum of five ways a teacher may establish and maintain communications with parents and a discussion of why it is important to establish and maintain that communication.

Evaluation Process: C-19 The evaluator will create a test situation in which the trainee will write, without the use of references an essay which will be evaluated against the criteria stated in Objective C-19.

INSTRUCTIONAL UNIT C-20

Objective: C-20

Given an instructional topic, the trainee will construct a plan for a field trip according to the specifications and criteria developed within the context of the module.

Evaluation Process: C-20 The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-21

Objective: C-21

Allowed the use of all necessary references and equipment, the trainee will conduct an orientation of his school program for parents according to the specifications and criteria developed within the context of the module.

Evaluation Process: C-21 The evaluator will observe the trainee's performance of conducting the orientation and will evaluate that performance against the criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-22

Objective: C-22

Allowed the use of all necessary references, the trainee will conduct a conference designed to teach parents to work with young children at home so that the conference meets with the specifications and criteria developed within the context of the module.

Evaluation Process: C-22 The evaluator will observe the trainee's performance of conducting the conference and will evaluate that performance against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-23

Objective: C-23

Allowed the use of all necessary materials and references, the trainee will conduct a parent conference designed to obtain positive and negative feedback related to the school program so that it meets with the specifications and criteria outlined within the context of the module.

Evaluation Process: C-23 The evaluator will observe the trainee's performance of conducting the conference and will evaluate that performance against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-24

Objective: C-24

Without the use of references, the trainee will write an essay on establishing communication and rapport with school administrators so that it includes at least a discussion of the SFDRCISD administrative structure, the roles of each administrator, and specific suggestions for establishing and maintaining effectvie communication and rapport.

Evaluation Process: C-24 The evaluator will create a test situation in which the trainee will write an essay and will evaluate it against criteria contained in an evaluation instrument to be developed.

INSTRUCTIONAL UNIT C-25

Objective: C-25.1

Allowed the use of all necessary references, the trainee will construct the plan for an activity demonstrating his communicative and interpersonal skills with teacher aids so that the plan meets with the specifications and criteria established in the module.

Evaluation Process: The evaluator will receive from the trainee the completed plan and will evaluate it against criteria contained in an evaluation instrument to be developed.

Objective: C-25.2

Allowed the use of all necessary references, the trainee will implement the plan for demonstrating his communicative and interpersonal skills with teacher aids so that the demonstration meets with the specifications and criteria established within the context of the module.

Evaluation Process: C-25.2 The evaluator will observe the trainee's performance of implementing the plan and will evaluate that performance against the performance called for in the stated plans and against criteria contained in an evaluation instrument to be developed.